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ABSTRACT

This handbook, a revision of the 1973 edition, is intended to aid teachers in organizing and conducting a program of work for marketing and distributive education programs. The first section on curriculum in marketing and distributive education covers the instructional framework with 2 major dimensions (5 broad marketing competency areas and 14 marketing and distribution instructional program codes), classroom instruction, 10 areas of instruction, and competency-based instruction. Section 2 discusses program planning. It considers establishment of program objectives, advisory committees, program structure, and professional growth of teachers. Public relations is the focus of section 3. These components of an organized and sequential program are described: school, parents, community, guidance personnel, civic groups, newspaper publicity, radio use, and television promotion. Section 4 discusses cooperative education, including coordination of students on the job; student placement; locating, selecting, evaluating, establishing, and developing training stations; training plan; and coordination of school and job-related activities; section 5 briefly looks at the Distributive Education Clubs of America. Section 6 provides sample evaluation forms for all components of the marketing and distributive education program. (YLB)

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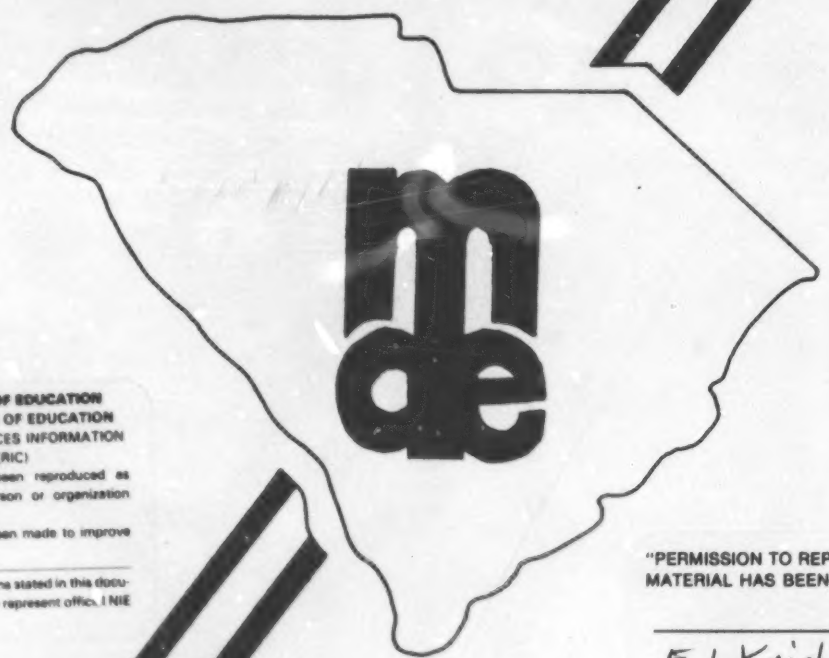
Teacher Coordinator Handbook

MARKETING AND DISTRIBUTIVE EDUCATION



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TEACHER-COORDINATOR OPERATIONAL HANDBOOK

Program Planning Development Section
Office of Vocational Education
South Carolina Department of Education
July, 1981

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PREFACE

For some time there has been a need for a revision of the original South Carolina Distributive Education Teacher Coordinator Handbook. The original handbook was published in 1973 as part of an Education Professions Development Act grant. This handbook is a revision of the 1973 edition and incorporates new concepts and terminology used in Marketing and Distributive Education.

Appreciation is extended to Martha Smith, teacher-coordinator at Strom Thurmond High School, who did most of the revision of the original handbook. Appreciation is also expressed to Howard Wilkes, South Florence High School, and Betsy Kosh, Lexington AVC, for their assistance in the revision of some sections of the original handbook. Several teachers helped in the early stages of this revision by contributing suggestions and participating in work sessions at the 1980 Annual Vocational Conference and their assistance is also appreciated.

Tim Coffey, State Supervisor
Marketing and Distributive Education

INTRODUCTION

Marketing and Distributive Education is a people-centered member of the vocational education family. It is a program dealing with instruction for persons interested in careers related to the performance of activities that direct the flow of goods and services from producer to consumer.

The overall mission of Marketing and Distributive Education focuses on preparing individuals for satisfactory entry, adjustment, and advancement in careers in marketing or in careers that require skills in one or more of the marketing functions. A total program of Marketing and Distributive Education includes career awareness, career exploration, skill development, and job placement and maintenance.

The objectives of Marketing and Distributive Education include:

1. Increasing the productivity of workers in marketing and distribution.

2. Providing skilled workers in marketing and distribution.

3. Assisting students in making realistic career plans in marketing and distribution.

4. Developing in students an understanding and appreciation of the American free enterprise system.

5. Preparing students for positions of leadership in marketing and distribution.

6. Encouraging and assisting students to further their education in marketing and distribution.

This handbook is intended to be of help to both beginning and experienced teachers as they seek to organize and conduct a program of work for Marketing and Distributive Education programs. Certain aspects of M&DE, such as cooperative education and the student activities program of DECA, are dealt with extensively in separate publications and the reader is referred to these in the appropriate section.

It is not intended that this handbook be the final word on M&DE programs. The reader should use the handbook as a guide and starting point for program organization. Teacher-coordinators are encouraged to become familiar with the materials listed in the reference section and make every attempt to maintain complete and up-to-date materials relevant to Marketing and Distributive Education.

CURRICULUM IN MARKETING AND DISTRIBUTIVE EDUCATION

Curriculum in Marketing and Distributive Education is a series or sequence of courses or instructional experiences with specific areas of subject matter concerned with distribution clearly defined and in accord with the student's career goal. While the curriculum in Marketing and Distributive Education is paramount, M&DE educators must be wary that this end does not obscure the needs of some individual students. There are many situations, forces, and motivations at work in the school, home and personal life of a student that affect dramatically his/her commitment to the field of marketing as a career and his/her ability to profit from instruction. The total program must not be construed as an attempt to fit all pupils into the same mold, holding the same standards for all. The M&DE educator must provide a program that is flexible so that every student can profit from instruction. "Employability" is the key end result, and programs must be tailored to individuals having varying levels of ability, with full cognizance of the wide range of job demands in distribution and marketing (Mason and Haines, 1972).

For an extensive, detailed analysis of the day-by-day curriculum and program activities of Marketing and Distributive Education program, teacher-coordinators are referred to the curriculum guides for the various levels of M&DE. Before examining a fairly broad description of curriculum in M&DE, a simplified approach to the curriculum is presented below.

Teaching is an art that requires a high degree of skill. There is a need for constant improvement in methods and techniques to insure desired learning outcomes. In order to reach your teaching objectives, you can organize your classroom instruction using some of the following:

a. Develop Materials

1. Prepare a course outline detailing both first and second year programs. Sequence units of instruction and establish a time frame adjusted to your school calendar. Survey curriculum materials to determine where they might best be used in your teaching outline. Consider all available teaching aids to incorporate in your course including films, guest speakers, field trips and visual aids.

2. Maintain current reference materials relevant to your area of instruction. Topics of interest might include federal labor regulations, tax credit information, current trends in merchandising and sales, technological developments and similar changes affecting Marketing and Distributive Education.

3. Determine availability of free teaching materials. Many materials are provided free of charge through U.S. Governmental agencies, the S.C. State Film Library, Trade and Professional Associations, and certain businesses (such as Southern Bell, Phillips 66, Seven-Up). A number of audio-visual aids are available through the Educator's Guide to Free Films and Modern Talking Pictures (free loan films).

b. Employ a variety of teaching methods in your presentation

1. Encourage individualized instruction through the use of workbooks, projects, oral reports, demonstrations, interviews and conferences.

2. Group instruction may include the use of small and large group discussion, gaming and simulations, case studies, brainstorming, role playing, field trips and similar approaches.

c. Organization and classroom management

1. Establish your leadership as classroom manager. Discipline is an essential condition that allows pupils to make orderly progress toward mastery of career skills. In classrooms where students are busy learning, they have no time nor inclination for idleness, disobedience or general misbehavior.

2. Adequate daily preparation is essential to creating a meaningful learning environment. Your lesson plan should cover a sequence of topics and allow you to move ahead to new material if time permits.

3. The arrangement of the classroom itself can affect learning. Preparation for a marketing and distributive occupation should include an appreciation of cleanliness, orderliness, and attractiveness in the business environment. Attention should be given to the physical arrangement of the classroom facility including desks, bulletin boards, display areas, reference materials, storage spaces and all teaching materials.

INSTRUCTIONAL FRAMEWORK FOR MARKETING AND DISTRIBUTIVE EDUCATION

The instructional framework for Marketing and Distributive Education concerns two major dimensions: (1) Five broad marketing competency areas and (2) Fourteen marketing and distribution instructional program codes. In order to make curriculum and instructional decisions meet student and employer needs, each component in the framework is considered separately.

COMPETENCY AREAS

The broad competency areas represent the scope of successful performance in a marketing occupation. These five competency areas are to be included in all instructional programs identified with distributive education. The competency areas along with a brief explanation are listed below:

(1) BASIC SKILLS

This competency area is associated with the basic skills of mathematics and the communication skills of reading, listening, speaking and writing. These skills are applied to the practices, terminology, and requirements of each marketing occupation. These skills are essential to the performance of marketing tasks, although the degree of application may vary from one marketing occupation to another.

(2) SOCIAL SKILLS

This competency area deals with the personal effectiveness of marketing employees in relation to customers, to the business, to other employees, and to job activities. This competency area is emphasized because distribution is people-oriented, not machine-oriented. All marketing occupations involve a concern for employability factors: ethics, human relations, supervisory skills and leadership are expressed in each respective marketing environment.

(3) PRODUCT OR SERVICE TECHNOLOGY SKILLS

Product or service technology refers to the particular product(s) or service(s) representative of each marketing occupation. Persons performing marketing tasks do so in relation to a product or service and therefore must know the product or service in sufficient depth in order to help consumers or users reach buying decisions.

(4) MARKETING SKILLS

Marketing is the instructional discipline of distribution. It provides the body of knowledge common to all distributive occupations. This competency area is segmented to reflect the functions of marketing: selling, sales-promotion, buying, operations (sales-supporting activities), marketing research, and marketing management. The application of these functions is adapted to the unique environment of each respective marketing occupation. Techniques and requirements may vary, but the principles remain constant.

(5) ECONOMIC CONCEPTS OF PRIVATE ENTERPRISE

This competency area is associated with the development of knowledge and attitudes about the competitive enterprise system which controls marketing behavior. It is also concerned with general awareness of the importance of marketing in the economic cycle of production, distribution, and consumption. The knowledge that marketing generates economic value for the efforts of production and the creation of services requiring trained personal skills is basic to economic understanding. This competency area relates, as well, to one's ability to assess individual progress within a chosen marketing occupation.

INSTRUCTIONAL PROGRAM CODES FOR MARKETING AND DISTRIBUTION

In the American economy, there are many varied job opportunities for both men and women at all levels of ability, including ownership and management. To provide an educational program for an area as diverse as marketing is a difficult task. The field, and thus the curriculum, covers the marketing activities of virtually all products and services, yet, there are many activities and skills common to most marketing institutions and instructional programs and are usually best represented by industry designations.

To provide a framework for instruction by industry, the U. S. Office of Education and representatives from marketing and education undertook in 1966 the development of a taxonomy of Distributive Education instructional program areas. The following taxonomy for (Marketing and) Distributive Education is representative of the principal environments (essentially by product or service industries) where marketing and sales occupations are found in substantial numbers.

A revision of the current taxonomy is currently in process. When the revision is finalized, pages six through eight will be updated and sent out ot replace the current pages.

04.01 ADVERTISING AND DISPLAY SERVICES

- 04.0101 Advertising
- 04.0102 Display
- 04.0103 Publicity
- 04.0199 Advertising and Display Services, Other

04.02 APPAREL AND ACCESSORIES MARKETING

- 04.0201 Fashion Merchandising
- 04.0202 Jewelry Merchandising
- 04.0203 Shoe Merchandising
- 04.0299 Apparel and Accessories Marketing, Other

04.03 AUTOMOTIVE, RECREATIONAL, AND AGRICULTURAL VEHICLES AND ACCESSORIES MARKETING

04.0301 Vehicle Rental and Leasing
04.0302 Automotive Vehicles and Accessories
04.0303 Recreational Vehicles and Accessories
04.0304 Agricultural Implements and Machinery
04.0399 Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing, Other

04.04 FINANCE AND CREDIT SERVICES

04.0401 Banking
04.0402 Credit
04.0403 Credit Union
04.0404 Consumer Finance
04.0405 Savings and Loan
04.0406 Securities and Commodities
04.0499 Finance and Credit Services, Other

04.05 FLORISTRY, FARM AND GARDEN SUPPLIES MARKETING

04.0501 Floristry
04.0502 Farm Supplies Marketing
04.0503 Garden Supplies Marketing
04.0599 Floristry, Farm and Garden Supplies Marketing, Other

04.06 FOOD MARKETING

04.0601 Convenience Store Marketing
04.0602 Supermarket Marketing
04.0603 Specialty Foods Marketing
04.0604 Wholesale Food Marketing
04.0699 Food Marketing, Other

04.07 FOOD SERVICES MARKETING

04.0701 Fast Food Service
04.0702 Full Service
04.0799 Food Services Marketing, Other

04.08 GENERAL MERCHANDISE RETAILING

04.09 HARDWARE AND BUILDING MATERIALS MARKETING

04.0901 Hardware Marketing
04.0902 Building Materials Marketing
04.0999 Hardware and Building Materials Marketing, Other

04.10 HOME FURNISHINGS MARKETING

04.1001 Furniture Marketing
04.1002 Floor Coverings and Draperies Marketing
04.1003 Appliance Marketing
04.1004 Specialty Home Furnishings Marketing
04.1099 Home Furnishings Marketing, Other

04.11 HOTEL, MOTEL, AND LODGING SERVICES

04.12 INDUSTRIAL AND INSTITUTIONAL MARKETING

- 04.1201 Industrial Sales
- 04.1202 Industrial Purchasing
- 04.1203 Marketing Research
- 04.1299 Industrial and Institutional Marketing, Other

04.13 INSURANCE

- 04.1301 Accident and Health Insurance
- 04.1302 Life Insurance
- 04.1303 Property and Casualty Insurance
- 0r.1399 Insurance, Other

04.14 INTERNATIONAL MARKETING

04.15 PERSONAL SERVICES MARKETING

- 04.1501 Management of Personal Service Enterprises
- 04.1502 Marketing of Personal Services
- 04.1599 Personal Services Marketing, Other

04.16 PETROLEUM MARKETING

- 04.1601 Service Station Operation
- 04.1602 Petroleum Wholesaling
- 04.1699 Petroleum Marketing, Other

04.17 REAL ESTATE MARKETING

- 04.1701 Residential
- 04.1702 Commercial
- 04.1703 Property Management
- 04.1799 Real Estate Marketing, Other

04.16 RECREATION MARKETING

- 04.1801 Marketing of Recreational Products
- 04.1802 Marketing of Recreational Services
- 04.1803 Management of Recreational Enterprises
- 04.1899 Recreation Marketing, Other

04.19 TRANSPORTATION AND TRAVEL MARKETING

- 04.1901 Freight Transportation
- 04.1902 Passenger Transportation
- 04.1903 Tourism
- 04.1904 Travel Services
- 04.1905 Warehousing
- 04.1999 Transportation and Travel Marketing, Other

04.20 BUSINESS SERVICES MARKETING

- 04.2001 Management of Business Service Enterprises

04.2002 Marketing of Business Services
04.2099 Business Services Marketing, Other

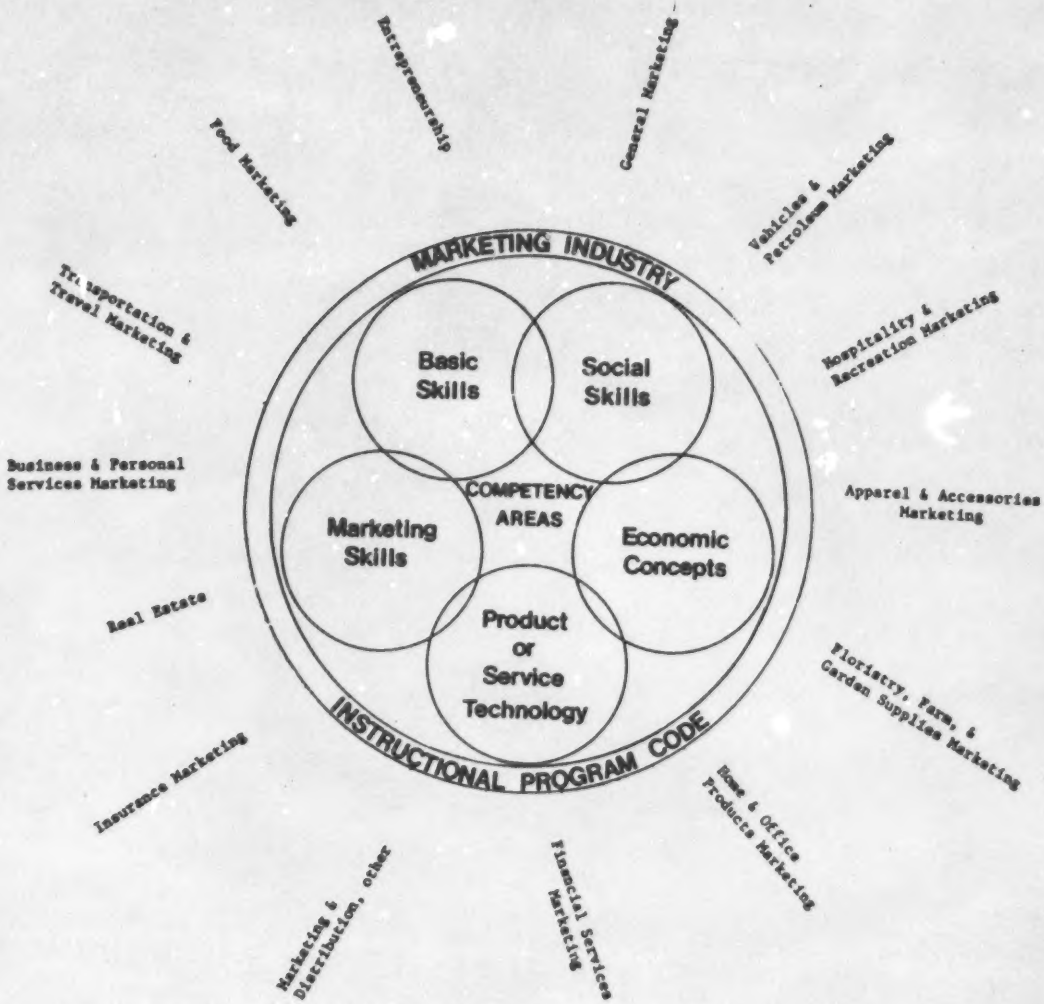
04.21 BUSINESS OWNERSHIP (ENTREPRENEURSHIP)

04.22 GENERAL MARKETING

04.2201 Retailing
04.2202 Wholesaling
04.2203 Sales
04.2299 General Marketing, Other

04.99 SALES AND MARKETING, OTHER

COMPETENCY AREAS AND INSTRUCTIONAL CODE AREAS



Adapted from: U.S. Government Printing Office. Distributive Education Programs. Washington, D.C., 1978.

CLASSROOM INSTRUCTION

In a sales and marketing community, human resource needs are important. However, an effort must be made to ensure that the needs of students are the basis for curriculum decisions and for the organization of instruction.

Before teacher-coordinators make instructional decisions, student information regarding occupational objectives must be obtained. Decisions about classroom instruction are then based on the knowledge of the students' occupational objectives.

Each student should receive help in identifying an occupational objective in marketing that corresponds with the Office of Education Instructional Program Codes. A student's previous experiences, interests, and, most important, abilities should play an important part in the identification of an occupational objective. As the student gains insight and experiences, s(he) may choose to change the occupational objective. The selection of objectives agreed on by the student and teacher coordinator should be guided to some degree by the facilities and staff available and by school scheduling patterns, since it is impractical to allow students to select objectives for which adequate instruction cannot be provided. Student occupational objectives is the backbone of classroom instruction. The main purposes to be served by the program are students' interests and career planning.

AREAS OF CLASSROOM INSTRUCTION

Marketing and Distributive Education instructors in South Carolina focus on ten areas of instruction. Knowledge of the competencies in these instructional areas is required by all marketing and distribution careers.

The areas are as follows with a brief explanation:

(1) ADVERTISING: A working knowledge of advertising will give the student an understanding of its potential contribution to any phase of marketing.

(2) COMMUNICATIONS: The communication instruction includes speaking, writing, listening and reading.

(3) DISPLAY: The elements of design include balance, proportion, direction, color, etc. Display instruction should include a well rounded picture of the basic concepts and principles involved in every aspect of sales-promotion and merchandise display.

(4) HUMAN RELATIONS: Instruction in human relations will help the marketing and distributive education students understand themselves, their employers, co-workers, and their customers.

(5) MATHEMATICS: Instruction should be designed to prepare students for sales or sales-support jobs in virtually any occupational area. Students must master the fundamental processes of addition, subtraction, multiplication, and division, and working with fractions and percentages.

(6) MERCHANDISING: Instruction exposes students to the buying for resale functions in a retail business as well as to the commercial, legal, and moral aspects of buying and pricing.

(7) MANAGEMENT: The student is exposed to the responsibilities of management in a marketing business. Some of these responsibilities may include customer credit, credit policies, credit accounts, controlling finances and calculating the retail price.

(8) STORE OPERATIONS: The daily tasks performed by employers and employees is discussed in store operations instruction. Operations such as recording sales, wrapping, packaging goods, delivering goods, and handling returns and adjustments should be included.

(9) PRODUCT AND SERVICE TECHNOLOGY: Instruction will give students a better understanding of product planning and the factors involved in a product's life-cycle-development, introduction, and market saturation. Students will understand the need to know the products or services they are selling.

(10) BASIC SELLING: Personal selling is one of the most important elements of the marketing mix. Students will learn how to approach the customer, make a sales presentation, close a sale as well as determine customer needs and suggestion selling.

COMPETENCY-BASED INSTRUCTION

After collecting appropriate student data, Marketing and Distribution personnel must make critical decisions about instructional procedures and the resource materials needed to achieve instructional objectives. The following are identifying features of competency-based instruction.

IDENTIFIED COMPETENCIES. Planning for competency-based instruction includes identifying within each occupational area the competencies that all M&DE students should possess and the specific ones that are unique to workers in certain industries. The ten instructional areas previously discussed possess common competencies that are relative to all Marketing and Distributive Education students. The ability to perform certain related tasks at a minimum level of proficiency assures comprehension of the functions performed in the total marketing process.

CLEARLY STATED PERFORMANCE OBJECTIVES. Competency-based instruction requires clearly stated performance objectives. The performance goals encompass the learning outcomes. Teacher-coordinators need to add criteria and conditions to the performance goal statements. The criteria should state clearly the level students must achieve for successful performance. The conditions should provide the "givens," the situations in which performance is to take place and the materials or equipment will be provided.

OBJECTIVES RELATED TO STUDENT NEEDS. Students should complete secondary-level programs after having mastered the skills necessary to perform the specific tasks required for entry-level employment in sales and marketing. Instruction should integrate the functions and principles of marketing with the delivery of skills for employment. While preparing for employment in a specific marketing industry, students should have the opportunity to examine the consumer needs that the industry's products or services satisfy and the characteristics of the consumers who use the products or services. Students should be able to describe the working conditions and career possibilities in the industry in order to continue the self-assessment and occupational analysis process. In two-year M&DE programs at the secondary level and in postsecondary programs, students may be expected to

have more specific career objectives and higher-level employment targets than first-year students.

FLEXIBLE TIME FOR STUDENT LEARNING. Teacher-coordinators should adjust time patterns within reason so that they are compatible with student learning styles. This does not mean that they should be allowed the additional time necessary to become skilled at a task. Once a task has been learned, however, students should be expected to perform it within time limits that are realistic on the job. If classroom instruction is provided primarily in large and small group settings, it would be well to designate one day each week as "do your own thing" day. On this day, students may work individually on the tasks or assignments they have not mastered, or they may concentrate on individual or small-group learning experiences.

PROVISION FOR INDIVIDUAL LEARNING NEEDS. Most individualized instruction will occur on the job or in simulated laboratory experiences. The teacher-coordinator and training sponsor should work together to divide complex job tasks into smaller activities and to identify sets of related tasks that can be completed on the job. The teacher-coordinator and training sponsor can decide which on-the-job experiences relate to each level of preparation. Goals should be selected for each class, and related individualized experiences for vocational application should be identified on the job or in the school laboratory. The individualized experiences should be recorded on training plans or project training records. These plans and records specify the experiences and time schedules for teacher, student, and training sponsor.

RELEVANT RESOURCES. The need for resources will usually exceed their availability. Therefore a list of resources should be arranged in priority order. The resources list should include instructional personnel, facilities

and equipment, and resource materials for each level of preparation. Teacher-coordinators should have development of basic and social skills, marketing skills, and business and economic skills at all three levels of preparation. Additional industry-oriented materials should be evaluated to determine whether they will help develop product and service technology skills and specialized technical skills related to the marketing industries in which students are employed.*

Through the use of materials such as those available through Vocational-Technical Education Consortium of States (V-TECS), the teacher-coordinator can provide opportunities for competency-based instruction. The key element should be the opportunity for the student to be able to identify and receive training in specific competencies essential for success relative to his or her career objective.

PROGRAM PLANNING

Program planning is necessary to ensure program effectiveness. Program planning involves collecting information about the need for marketing employees in a community and deciding which Marketing and Distributive Education programs or areas of instruction to offer to meet the present and future human resource needs. Information on human resources must be collected to identify the current and future trends in marketing employment. Determining human resource needs in marketing occupations is an important first step in making program decisions. When M&DE offers programs that relate to occupations with positive employment projections, employers are assured of a steady flow of human resources, and students are prepared for occupations in which jobs actually exist. This creates an effective M&DE program. Sources for information on human resource needs are state and

*Adapted from: Richard L. Lynch, General Methodology Manual for Career Competencies in Marketing Series. New York: Gregg-McGraw Hill, 1979.

national information coordinating councils, U.S. Census of Business, Occupational Outlook Handbook, and Occupational Outlook Quarterly. Locally, community surveys, Chamber of Commerce, and merchants associations, are good sources.

Assessing human resource needs requires a collection of two types of data: (1) Employment trends and projections, and (2) Employment openings and employers. Because instruction in marketing and distributive education is organized by related occupations within 14 marketing industries, it is important to collect data about trends and long-term employment projections by instructional program code. Employment figures for sales and marketing occupations are available from the agencies and publications listed above. These agencies and publications provide data that have been carefully collected and used to make projections concerning the future.

Data about employment trends and projections are general in nature and should be supplemented by a survey of the local community to determine what job openings currently exist and what new openings are expected over a long term. The existing job openings in the local community or geographic area should be identified by instructional programs codes. Occupations that are appropriate for skill training at secondary and postsecondary levels of instruction should be identified for each of the marketing industries.

A community survey can also be a valuable means of identifying potential employers who are willing to cooperate in training M&DE students for sales and marketing occupations. The specific purposes of a community survey are:

(1) To determine the number of marketing businesses by industry in the school community.

(2) To determine the number of part-time workers currently employed.

(3) To identify the employers who are willing to train marketing and distributive education students.

(4) To identify employer needs for adult-level M&DE instruction.

(5) To determine job performance requirements for each marketing industry.

An example of a community survey form can be found in Cooperative Vocational Education, a handbook distributed by the South Carolina Department of Education, Office of Vocational Education, in June, 1981. Teacher-coordinators should have a copy of this handbook as a reference for the cooperative education phase of the M&DE program.

ESTABLISH PROGRAM OBJECTIVES

Program objectives should answer a basic question: What is the purpose of this program? Each objective should be stated with sufficient clarity and detail so that there is no possibility of confusion, especially about the result expected, the population from whom the result is expected, the time constraints, and how the result is to be evaluated.

ADVISORY COMMITTEES

Advisory Committees can be a useful tool in program planning and for bridging the interest of the educational and business communities. The committee is composed of marketing representatives from the general public, including at least one representative from busines, industry and labor. The committee should be representative of the community with regard to sex and race. The committee function is to evaluate the effectiveness of attempts to meet current employment needs. Its tasks are usually related to identifying employment opportunities for M&DE students, establishing standards for training stations, and identifying new ones, validating or identifying job competencies as a basis for classroom and on-the-job instruction, and evaluating program effectiveness.

Advisory Committees are required by the 1976 Education Amendments for each state and local education institution or postsecondary institution receiving federal funds for vocational education. Marketing and Distributive educators have long recognized the value of advisory committees. The committees serve as liaisons between schools and business communities. An advisory committee can provide valuable counsel concerning instructional program decisions, the establishment of standards for selecting training stations, the identification of occupational competencies, and program planning and evaluation.

More than ever before, it is essential that we use the abilities of professional leaders in a local community to assit in planning sound, organized and sequential Marketing and Distributive Education programs. The instruction of high school students and adults in the field of marketing and distribution is a joint undertaking shared by Marketing and Distributive Education programs and business leaders. The committees enable us to keep pace with the increasing demands and changing patterns. These committees are an invaluable aid in acquiring the cooperation of both business and school administrations.

WHAT IS A M&DE ADVISORY COMMITTEE?

A M&DE Advisory Committee is a group comprised of marketing, merchandising, management, and other leaders in a community who give of their time to assist the school and the teacher-coordinator in developing a realistic Marketing and Distributive Education program.

The Advisory Committee for Marketing and Distributive Education is appointed by the local school administration to provide a link between the school and the business community through which activities can be coordinated.

The school board retains full responsibility for its Marketing and Distributive Education program. The Advisory Committee acts in a consultant capacity,

responsible for making recommendations and suggestions to school authorities, who are empowered to act upon the advice offered.

SIZE OF A COMMITTEE

The committee should be large enough to be representative of the community, but small enough to permit active participation in the discussion of problems and the formulation of recommendations. One-third of the members should be replaced by rotation each year. Nine to fourteen members are suggested.

PURPOSES OF ADVISORY COMMITTEES

Listed below are some of the purposes for which an Advisory Committee would be especially useful:

Act as a sounding board for new ideas.

Assist in developing sound objectives.

Assist in the selection and development of training stations.

Assist in the development of employment opportunities.

Assist in creating goodwill in the community.

Assist in selection of instructional materials.

Assist with classroom layout and types of equipment needed.

Assist in promotion of DECA activities.

Assist in the placement of graduates.

SUGGESTED INITIAL MEETING

The following is a suggested agenda for the first meeting of your Advisory Committee.

Welcome and remarks by chief school administrator

Introduction of all members

Appointment of temporary chairman

Appointment of secretary (usually the teacher-coordinator)

Explanation of the program and the need for an Advisory Committee

Election of Chairman

Terms of Advisory Committee Members

Selection of time and place of meetings

Other business

Adjournment

IMPORTANT NOTE:

Advisory Committee Meetings should be held to a maximum length of 90 minutes. Lengthy meetings impose upon your committee members' time and tend to put a damper on their enthusiasm and willingness to serve. At least four meetings per year (one a quarter) should be held. Avoid Monday and Friday meetings (Tuesday, Wednesday or Thursday meetings between 12:00 Noon and 3:30 P.M. are usually the most convenient for the business men and women on your committee.)

LETTER TO ASK PERSON TO SERVE ON ADVISORY COMMITTEE

Mr. Community Leader
Anywhere, South Carolina

Dear Mr. Leader:

Because of your interest in the Marketing and Distributive Education program in our school, you have been recommended by the teacher-coordinator and the principal to serve on the Marketing and Distributive Education Advisory Committee.

The purpose of this committee will be to assist the teacher-coordinator with the growth and development of the training program.

The Board of Education invites you to join with other community leaders in serving on this committee. The first meeting of this committee will be on DATE at TIME in PLACE, and the teacher-coordinator will provide you with further information prior to the meeting.

I would like to express my appreciation and that of the Board of Education for your service to the student and school programs of the community.

Sincerely,

Superintendent of Schools

PROGRAM STRUCTURE

Marketing and Distributive Education provides opportunities for gainful employment in the distribution of goods and services through classroom instruction and on-the-job training. The student is able to derive from his studies basic concepts in marketing, merchandising and management. The cooperative program is in operation in South Carolina.

TYPES OF M&DE PROGRAMS

MARKETING AND DISTRIBUTIVE EDUCATION I - (Co-op optional*, one period of instruction, one unit of credit for class, one unit of credit for approved on-the-job instruction.)

Offered to 11th Grade Students

Class Size: Maximum 35

Credits: 1-2 (1-2 hours classroom instruction)

Acceptance into program based on approval by distributive education teacher-coordinator and guidance counselor.

MARKETING AND DISTRIBUTIVE EDUCATION II - (Co-op*, two periods of classroom instruction, 540 hours of on-the-job training, 3 units of credits.)

Offered to 12th grade students who have met the requirements of M&DE I and who have been approved by marketing and distributive education teacher.

Class Size: Maximum 35

Credits: 3 (student attends class two hours and is employed in distributive occupation)

Student must be employed by October 15.

FASHION MERCHANDISING - This is a one-year specialized Marketing and Distributive Education program offered to 12th grade students for a minimum of two periods of instruction for two units of credit. An additional unit of credit may be granted for approved on-the-job training.*

*Cooperative Work Experience: In order to earn the one unit of credit for work experience, the student must work a minimum of 540 hours in on-the-job training.

SUGGESTED TEACHER SCHEDULES

			Maximum Students
1st Period	M&DE II	Advanced M&DE (Common core instruction)	35
2nd Period	M&DE II	Advanced M&DE (Individualized instruction)	
3rd Period	M&DE I	Beginning M&DE	35
4th Period	M&DE I	Beginning M&DE	35
5th Period		*Coordination of on-the-job	
6th Period		training of cooperative students	

1st Period	M&DE I	Beginning M&DE	35
2nd Period	M&DE II	Advanced M&DE	35
3rd Period		Fashion Merchandising	35
4th Period		Fashion Merchandising	
5th Period		*Coordination of on-the-job	
6th Period		training of cooperative students	

1st Period		Fashion Merchandising	35
2nd Period		Fashion Merchandising	
3rd Period		Fashion Merchandising	35
4th Period		Fashion Merchandising	
5th Period		*Coordination of on-the-job	
6th Period		training of cooperative students	

1st Period	M&DE II	Advanced M&DE	35
2nd Period	M&DE II	Advanced M&DE	35
3rd Period	M&DE I	Beginning M&DE	35
4th Period	M&DE I	Beginning M&DE	35
5th Period		*Coordination of on-the-job	
6th Period		training of cooperative students	

AREA VOCATIONAL CENTERS

MORNING SESSION	M&DE II	Advanced M&DE	35
	(Two hours of class with one hour for coordination*)		
AFTERNOON SESSION	M&DE I	Beginning M&DE	35
	(Two hours of class with one hour for coordination*)		

*Coordination time is determined by local administrators.

PROFESSIONAL GROWTH

Each teacher is in the lifelong business of self improvement through professional growth. Suggestions for accomplishing this objective are as follows:

I. Scholarship

   a. Advances education

   b. Reads publications in the vocational, business and educational fields

II. Professional Worker

   a. Initiate new ideas in organizing and managing his own program

   b. Supports and promotes his/her profession through professional organizations

   c. His/her appearance, actions and manners are geared to improve the profession

III. Part of Education Team

   a. Answers correspondence, completes reports, and becomes a part of the total team -- local, state and national

   b. Cooperates with school administration and parents in the development of the total program

THERE IS NO SIN IN BEING IGNORANT, THE SIN IS IN REMAINING THAT WAY

VOCATIONAL MARKETING & DISTRIBUTIVE EDUCATION - PROFESSIONAL ORGANIZATIONS

All Marketing and Distributive Education teacher-coordinators are professionals and as such are interested in their professional growth. Among other things, this involves continuous self-improvement through a constant effort to keep abreast of new developments and trends that will improve their programs and their effectiveness; attendance and participation in professional meetings; and active involvement in their professional organizations.

An annual conference for teachers of vocational subjects is usually held each July prior to the opening of school. Valuable information, ideas and materials are provided for both beginning and experienced teachers.

At the summer conference, teachers are given an opportunity to affiliate with the following organizations which lend tremendous support to vocational education and are excellent sources of information.

AVA	American Vocational Association	$32
SCVA	South Carolina Vocational Association	$20
NADET	National Association of M&DE Teachers	$10
SCADET	S. C. Association of M&DE Teachers	$ 5
	TOTAL	$67

All Marketing and Distributive Education teachers owe it to themselves and to their students to actively participate in these organizations and professional meetings.

The monthly Vocational Education magazine, the National NADET Projects, and NADET News are well worth your annual dues. It should also be noted that AVA, SCVA, NADET and SCADET, through organizational effort, are largely responsible for State and Federal financial support given to Vocational Education in general, and specifically Marketing and Distributive Education. In other words, without the support and efforts of the above organizations there would not be monies available to fund <u>your</u> M&DE <u>Position</u>. Therefore, when you join and support your professional organizations you are, in fact, investing in <u>your</u> job security.

PUBLIC RELATIONS

Winning and keeping friends is vital to every M&DE program. That is one of the reasons why the teacher-coordinator's job is so very important. Each day the teacher-coordinator carries along with him/her an intangible, precious commodity -- the good name of the school and the program. Whether this commodity flourishes and grows or whether it withers and dies depends almost entirely on what the teacher-coordinator says and does.

Since good public relations start in the classroom, an organized and sequential promotion and public relations program is a must for a viable marketing and distributive education program. The success of a strong M&DE program depends a great deal upon the type of public relations program conducted by the coordinator and his/her students.

I. PUBLIC RELATIONS BEGINS IN THE SCHOOL

A. With Your Students
Your public relations program begins in the classroom. Satisfied students are your best community spokesman.

B. With Other Students
Give attention to other students in the school. They may have misconceptions about your program.

C. With School Administrators
The principal of your school is the key to your public relations program. Provide him/her with information in brief form. Keep his/her office continually supplied with information.

D. With Fellow Teachers
Cooperate with all members of the educational team. You need to goodwill of all your fellow teachers, their cooperation, their advice and their understanding of your program.

E. With Your Guidance Counselors
Help your guidance counselor learn more about industry, business and vocational education. He/she is often academically oriented. (see specific material following Media and Methods Section)

F. With Alumni
Don't forget your former students! Alumni are soon voting members of society. They pass or reject school requests. Some may become school board or advisory committee members. Keep in touch with them.

II. WIDENING THE CIRCLE OF PUBLIC RELATIONS ACTIVITIES

A. To Parents
Keep parents informed of what you are doing. Let them know what is available to them as well as their students. Enlist their cooperation in specific projects.

B. To the Community

The community can be reached through advisory committees, occupational surveys, personal contacts, talks before civic clubs, use of mass media -- newspapers, radio, T.V., movies and slides, magazines, etc.

C. To Legislators

Know your legislators, visit them and tell them of your program. Work also through your professional organization and through your community.

D. To Management and Labor

Reach them by using them in many ways -- advisory committee, speakers, visitations.

III. MEDIA AND METHODS OF PROMOTING M&DE

POSSIBLE MEDIA AND METHODS CHECKLIST

Publications
- Local Newspapers
- School papers
- Club magazines and papers
- Trade journals
- Educational magazines
- House organs
- Bulletins and pamphlets
- School yearbook
- Handbills

Radio and Television
- Spot announcements
- Panel discussions
- Skits
- Interviews
- Talks

Visual Aids
- Motion pictures
- Sound slides
- Filmstrips
- Slides
- Opaque projector
- Posters
- Charters
- Photographs
- Scrapbooks
- Blackboards
- Bulletin boards
- Exhibits
- Overhead projector

Mail
- Letters
- Cards
- Inserts

POSSIBLE MEDIA AND METHODS CHECKLIST CONTINUED

Individual Contacts with Students
- Merchants
- Parents
- School Representatives

Personal Interview

Special Events
- Open house
- Fairs
- Employer-employee activities
- Student career development conferences
- Local DECA Week Observance
- National DECA Week Observance

Affiliations and Memberships
- Professional organizations
- Trade associations
- Civic and service organizations

Reports
- Surveys
- Annual descriptive report

Services
- Consultation
- Employment

Awards
- Certificates
- Diplomas
- Scholarships
- Special Awards

Summer Schools
- Workshops
- Teacher conferences
- Teacher-training classes
- Supervisory conferences

Group Meetings
- Speeches
- Panel discussions
- School assemblies
- Faculty meetings

PUBLIC RELATIONS
WORKING WITH GUIDANCE PERSONNEL

Since the guidance office is responsible for channeling students into your department, it is necessary to sufficiently inform them of the value and merits of Marketing and Distributive Education.

There is no place where finesse and tact are more important than in this relationship. Win them and your program will be on a positive note and have unlimited potential. Lose them and you will have all the tension and friction necessary to cripple all efforts on your part.

LUCY SAYS:

1. Get acquainted!
2. Ask him/her to speak to a class on careers in marketing and distribution.
3. Take him/her coordinating with you.
4. Ask him/her for his expertise on dealing with particular problems.
5. Ask him/her to lunch with you.
6. Invite him/her to DECA meetings.
7. Approach him/her with positive attitudes.
8. Compliment and reward him/her for assistance given.
9. If necessary, swallow a litte pride to accomplish your mission.
10. If at first you don't succeed; try POSITIVELY again!

TALKS TO CIVIC GROUPS

Most of the marketing and distributive businesses in a community are represented in various civic or service groups. Most of these groups are organized along committee lines. By contacting committee chairmen, the coordinator can gain a spot on the program of any group or club he desires. In speaking to such groups, many of the obstacles in contacting each businessman personally are overcome. These men and women will be interested in you as one who is dedicated to community service and in your program as it relates to them.

Suggestions on Making Contacts

1. Make it a point to discover the active civic organizations in your community.
2. Become acquainted with members of these organizations.
3. Take an active part in organizations you join.
4. Accept invitations to talk to groups.

Pointers on Giving Talks

Organizing Talk

1. Beam your talk to your audience and tie in with their interests early in the talk.
2. Time talk carefully and limit to a few well chosen points.
3. Use concrete illustrations for human interest and to show what has been accomplished.
4. Illustrate talk with visual aids when possible.
5. Request and provide for action at end of talk.

Delivering Talk

1. Make sure you can be heard by all.
2. Speak with friendliness, sincerity and enthusiasm.
3. Be poised without stiffness; relax and enjoy yourself.

NEWSPAPER PUBLICITY

Since you are competing with many other organizations for space in the news columns, it is important that you know the basic rules of good news story writing, that you conform to technical standards in submitting your story, and that you have some degree of knowledge of newspaper "language" and terms.

Most of all, nothing takes the place of personal contact to inform the editor and his staff about M&DE, what is stands for, and what it is and what it does.

Establishing Publicity Contacts

The following suggestions will be of help in establishing contacts and in encouraging the newspaper to seek out the coordinator as a source of news:

1. As a coordinator, find out what paper or papers your school uses for publicity.

2. Visit the newspaper office and become acquainted with the editor, reporters, and persons in charge of school news.

3. Make a point of becoming acquainted immediately with the editor of the school paper, if there is one.

4. In submitting material, follow the guiding principle that M&DE publicity must make known some event, action, or statement which is of current interest to a large number of people.

5. Show tact and consideration in dealing with reporters--get and use their advice.

6. Follow acceptable procedures in writing copy.

7. Release announcements as coming from the principal or superintendent of schools. Have him/her pass on articles before release.

8. Observe the deadline date of newspapers and get material in on time.

Basic Rules for News Story Writing

1. Include near the beginning of your story the five W's -- WHO, WHAT, WHERE, WHEN AND WHY (the basic facts). Then, add further details and explanations.

2. Be accurate in all your facts -- especially NAMES. Give FULL NAMES and ADDRESSES OF LOCAL PEOPLE and THEIR TITLES, if any.

3. Don't include your opinions in the story. Be impartial and report only the facts.

4. Write in short sentences and short paragraphs.

5. Use simple, vivid language.

6. Watch spelling and punctuation.

7. Report on event while it is still news.

8. Be brief -- don't write more than one typed, double-spaced page unless absolutely necessary.

9. Be sure your story is accurate and complete before you give it to the newspaper.

10. As a guide, clip stories from your newspaper which are similar to stories you will have to write. Use them as guides in writing your story.

Technical Standards to Follow

1. Typed, double-spaced, 8½" x 11", white paper.

2. Leave ample (1½") margins, left and right sides of the paper.

3. In upper right-hand corner, type the date.

4. In upper left-hand corner, type your name, address, phone number and organization.

5. Just below this, give your story a title (not headline) and a release date.

6. Begin typing story one-third way down the page and keep story brief.

7. "End", -30-, or ## indicates end of story.

8. If the story runs more than one page, write (more) at the bottom, and at the top of second page, put "add 1" and repeat title.

Terms You Should Know

Copy - The complete story you submit to the newspaper
Caption - Brief description of a news picture, listing names and titles of those portrayed and the occasion, often called "cutline"
Deadline - Day and hour news copy must be in hands of a newspaper editor

Media - All channels through which you work to tell your story to the public, newspaper, radio, television and magazines

Release Date - Day and hour your news can be printed

-30- - Placed at the end of your story of copy; denotes that this is "the end"; also used is: ## and END

Head - Also called "headline"; title given your news by a newspaper editor

Draft - The preliminary or working stage of a story or news release

Wire Service - National and international news-gathering organizations that provide teletype news to media that buy their services

PROMOTION THROUGH RADIO

Success in the use of the radio as a publicity outlet cannot be attained by merely begging for air time, but rather offering the local station material which assists it in accomplishing its primary aim -- furnishing entertainment and information to its listeners.

Kinds of Broadcasts

Education may be dramatized in a variety of ways, such as through skits, panel discussions or a series of interviews. Such programs must be written out in script and rehearsed before a microphone before delivery. Plan the presentation around a specific incident or activity, such as a State M&DE Career Development Conference, an Employer-Employee Banquet and employment of Christmas extras. Your local station will aid in developing materials.

Spot announcements between programs may also be used. The key to their effectiveness lies in the repetition of key words or phrases. The following basic rules should be followed in preparing a script:

--Write announcements in varying lengths and time so that they can be read in a period of from ten seconds to one minute. Repeat key words and phrases as often as possible without destroying continuity of a message. Key statements short, simple, easily understood. Follow general style used by your station.

Establishing Contacts

1. Visit the radio station in the community and ask to see the manager.
2. Explain the M&DE program to him and what you would like to get across.
3. Contact station far enough in advance to get in on local time.

PROMOTION THROUGH TELEVISION

Type of Program to Present

1. An activity being carried on as part of your instructional program is always a good show. Use young people for the best audience reaction. Chapter activities are always good.

2. Be sure the theme of your program gives a favorable image of distribution and marketing and the marketing and distributive education program.

3. The use of visual materials to tell your story is most important. Action programs with relatively little talking generally are better received.

Objectives or Goals to Achieve

1. Promote distribution and marketing.

2. Promote the marketing and distributive education program or the DECA program.

3. Teach marketing and leadership practices.

4. Assist the viewers in decision making regarding some marketing problems.

5. Be sure your program objective is clearly fixed in your mind and specifically stated to your audience.

6. Develop one idea, not a group of ideas. Don't make your objectives too broad.

Presenting Your Facts or Ideas on TV

1. Be sure your facts and ideas relate to your objectives. Use simple facts with little detail.

2. Although facts or ideas may be presented by showing, telling or a combination of both, visual aids are very desirable (films, live or real objects, pictures, slides and charts).

3. In using visuals, live objects are preferable when practical. Film usage is limited to 16mm. Charts should be simple in detail and executed on pastel or grey cardboard. Pictures, glossy or matte finished can be used. Pictures should be clear and have only one point of interest. Color or black and white slides may be used.

Program Preparation

1. It is not necessary, in most instances, to have a written script in detail as far as usage by the television studio is concerned. The director is interested in camera angles, visuals, the mechanical means of best presenting your program.

For this reason, he/she likes to have a "rundown" sheet which provides a picture of the show dividing your program ideas into logical steps. To prepare a rundown sheet, draw a line down the middle of a page labeling the left side "video" and the right side "audio". Outline the things you want the camera to show on the right. Key phrases or words in the audio side give the program director a clue as to when to show visuals, when to change them and the like. In other words, match the two columns together.

2. The television station generally likes to have your rundown sheet about a week in advance of the show in order to make suggestions for improvement and preparation for visuals.

3. Rehearsals are important so that participants know exactly what they are to do. However, don't memorize every word--make the show appear "rehearsed ad-lib". Rehearsals are not ordinarily done at the television studio but should be done in advance.

4. Clothes you wear are important. Do not wear white shirts, if possible. Pastel colors are best. Wear neat and conservative clothes. Black and white photograph as solids, so it is recommended that you select light or pastel colors.

5. Your personal contact with the televison station will reveal specific desires of the particular station with whom you will be working. Be sure you work out the details well in advance as to the number of people to use on the program and the kinds of visuals you plan to utilize.

COOPERATIVE EDUCATION

The cooperative method of instruction has been a basic component of Marketing and Distributive Education since it began in 1936. Strong emphasis continues to be placed on the cooperative method as a part of the total program of M&DE. Every student in M&DE should have the opportunity for cooperative on-the-job training. It is the job of the teacher coordinator to assist students in obtaining employment, coordinate the on-the-job training with the classroom instruction, and insure that appropriate evaluation of the on-the-job experience occurs each grading period.

The subject of cooperative vocational education is dealt with extensively in Cooperative Vocational Education, a handbook published in 1981 and distributed at the June 9, 1981, statewide Conference on Cooperative Vocational Education. Teacher-coordinators are urged to become familiar with the material, guidelines, forms, and deadlines contained in that publication.

COORDINATION ACTIVITIES

I. Guidelines for coordination of students on the job.

A. Supervision of student - necessary to meet the student's occupational goal and to implement classroom instruction. The student needs supervision by the coordinator so that the training plan is followed, proper motivation is maintained, and the student learns the daily routines of his/her job assignment.

B. Training station - makes possible the practical application of work experiences learned in the classroom.

C. Parental conferences - may be held at any place that the student, parent, and teacher-coordinator find agreeable. Items to be included in the parental conference are:

1. Purpose of program and its objective
2. Interests and career objective of the student
3. Related classroom information with on-the-job training
4. The training agreement (See Cooperative Vocational Education Handbook, 1981)
5. Grading procedure
6. Parental consent letter (See sample on page 41)
7. Other information needed

II. Placement of Marketing and Distributive Education co-op students - the main placement function of the Marketing and Distributive Education teacher-coordinator is to place the student in a training station to meet his/her interests and to help the student meet his/her career objective.

A. Preparation of Student

1. Career objective - the student's occupational goal should be clearly understood by the student, coordinator, parents, and training sponsor.
2. Counseling with student prior to placement on the job.

a. Meet with the guidance counselor for a realistic interpretation of the student's abilities to meet his/her career objective. Some areas for discussion would be attitude, past performance in other subjects, interests, and abilities.

b. Discuss with the student where he/she would want to be placed and why, where the actual openings are, what his/her interests and abilities are, and any problems of a personal nature which would affect possible job performance.

c. Make student aware of rules and regulations of the program.

B. How to locate a suitable training station.

1. Community survey - study of your individual community in reference to the community's needs and desires for your program. (See Cooperative Vocational Education Handbook, 1981)
2. Advisory committees - consult for their experiences in the community.
3. School administration and counseling offices - consult with these offices for their previous employment contacts and current job opportunities.
4. Trade associations, chambers of commerce, etc. - should be made aware of the program and what it has to offer both the student and community.
5. Coordinator's observations while in the community - the coordinator should contact new businesses, shopping centers being developed, and existing businesses to see what the potential of employment for Marketing and Distributive Education students might be.
6. State employment agencies, giving information for available jobs.

C. Selection and Evaluation of Training Station - the following criterial should be taken into account when selection of a training station is to be made. These are the criteria for selecting the ideal training station.

1. Opportunity for career development - provides knowledge and skills which will be of material value in connection with student's career objective.
2. Social value - worth of an occupation to the community and to our economic system.
3. Amount of training - the length of time and the variety of involvement the student will have while placed at the work station.
4. Regularity of employment - the coordinator should determine whether or not the employment should be seasonal or whether the student will be employed all the school year.
5. Compensation - wages and benefits received should be similar to other employees in the same area of employment.
6. Up-to-date facilities and methods.
7. Working conditions - all considerations should be made for safety of the student.
8. Interest of the employer in student's training - employer's motive should ensure a well organized program of training for the student.
9. Reputation of training station - the business should have a good reputation in the community.
10. Attitude of employees - good training can only result if the employees and the business are interested in training students and are content with the work being done.
11. Amount of related instructions needed and material available - the student will lose interest in the program and will make no progress toward vocational competency if the materials are not available for related instruction.

D. Establishing and developing training stations.

1. Personal contact with individual employers is a must. The teacher-coordinator should know some pertinent facts about the businessman prior to the visit. A record of each training sponsor and business should be kept on file. A good way to maintain this information is on a 3 x 5 card in a small file box so that it can easily be carried with the coordinator.

   a. Name and address of firm

   b. Telephone number

   c. Person to contact

   d. Jobs available

   e. Age qualification of student

   f. Duties necessary

   g. Salary information if other than minimum wage

   h. Other qualifications such as job and company benefits, etc.

   i. The person who does the hiring

   j. If a chain, the name of the parent company

   k. Past employer of Marketing and Distributive Education students

2. In the interview with the businessperson, the objectives of the program should be noted first. A small, but direct brochure would be of practical value since the businessman could keep this on file. Details and values of the program should then be given. Examples of items covered in the interview might be:

   a. Career-interested students

   b. requirements of both student and employer

   c. benefits to both employer and student

E. Actual placement of Marketing and Distributive Education students

1. Teacher-coordinator's responsibilities

   a. work permit, if needed

   b. labor laws (federal and state)

   c. hours and wages

   d. Targeted Jobs Tax Credit (See current Federal regulations)

2. Students should be interviewed and selected for employment by the training sponsor. A potential training station becomes a training station only after a student has been hired. The teacher-coordinator's role is not to "Place" students in jobs, but to match potential training sponsors with the student's career interest.

3. Students may be given an introduction card to give to potential training stations. (See sample on page 42)

III. The Training Plan (See Cooperative Vocational Education Handbook, 1981, for forms and further explanation)

A. Definition - a detailed listing of training and experiences that the student will receive from the job and related classroom instruction.

B. Purpose

1. To identify, control, and direct the learning outcomes of a student learner with a specific career objective.
2. To designate responsibility for training.
3. To help identify the areas where related classroom instruction should be placed.
4. To form a basis for visitations by the coordinator.
5. To form a basis for evaluating student progress.
6. To form a basis for evaluating training stations.
7. For employer identification purpose.

C. Development

1. The teacher-coordinator makes sure that during the process of establishing a potential training station, the following points have been made clear to the employer.

   a. That the firm will be asked to help student with some study assignments.

   b. That the employer will provide planned occupational experiences and on the job instructions for the student.

   c. That the coordinator will visit the student learner and observe him/her on the job in order to determine helpful related classroom instruction.

   d. That periodic ratings will be made by the sponsor.

2. At this point, the employer has agreed to participate in this program.
3. A student-learner is <u>interviewed and hired</u>.
4. A <u>training sponsor</u> is designated.
5. It is <u>at this point</u>, then, that the first part of a complete training plan, which is the <u>training memorandum</u>, is developed. The purpose of this is to put each party's responsibility in writing.

6. At this particular time you might have the student list the title of his present job, his/her career objective at this time, and some of the experience and training he/she would like to have during the year. This can be used for evaluation at the end of the year as well as to provide information for developing the training memo and the training plan.
7. By now you have a training memo, a job sponsor, and a student-learner who has been hired for a specific job and who has given you a statement of some of the experiences and training he'd/she'd like to have. Now you are ready to develop your step-by-step training plan which is an individualized outline showing the desired learning outcomes for that student. This is the second part of a complete training plan. This is developed with the job sponsor and might take more than one coordination visit for a new training station.

D. Training Plans should be maintained weekly.

IV. Coordination of school and job-related activities

A. Purpose of the teacher-coordinator's visit

1. To keep the training sponsor aware of classroom activities and objectives.
2. To develop with the sponsor an on-the-job training plan for each co-op student.
3. To determine whether student and training sponsor are following the training plan.
4. To learn of the training sponsor's policies and problems.
5. To secure publications and current materials which can be used as resource materials.
6. During the first visit to the employer to observe the trainee's performance, it is suggested that an appointment be made in advance so that the training sponsor, trainee, and teacher-coordinator can discuss the training plan and its implementation, what the strong and weak points are, and how the plan can be improved. This technique could be used several times during the year.

7. A few "Do's" and DON'Ts" of coordination are:

<u>DO's</u>

Do observe the trainee on the job.
Do consult with job sponsor frequently about the progress of the trainee and offer suggestions to implement the training plan.
Do consult with top management or the training director, occasionally.
Do be alert for specific instructional materials which the trainee might bring into the classroom.
Do involve the job sponsor in evaluating the student's projects.
Do expect to give suggestions on training and evaluation.

<u>DON'Ts</u>

Don't correct the trainee at the time of visitation without consulting with the sponsor.
Don't use an extended block of the job sponsor's time without a prior appointment.
Don't just drop by for a chat with the job sponsor.

B. Other items to be considered.

1. Frequency and timing - the teacher-coordinator should be able to see each student at a time when business is not at a peak. The teacher-coordinator should try to visit each student and training station at least once each grading period. The training sponsor should be led to understand that the coordinator visits have a definite purpose and should be used as a basis to improve the student's performance on the job.
2. Planning - all coordination visits should be planned in advance with a few of these visits planned for a general observation of the student unannounced.
3. General information to be given to the employer:

   a. Business card with school and home telephone numbers.

   b. Student evaluation forms (See Cooperative Vocational Education Handbook. 1981).

   c. Open invitation to visit the school.

   d. Any other information pertaining to the local area.

PARENTAL CONSENT LETTER

_____, 19 ____

Dear Parent or Guardian:

Your son/daughter _____ has been selected on the basis of school records, interest, and personality as eligible to enter our course in Marketing and Distributive Education. This is a specialized training program for students who are interested in careers in marketing, merchandising or management. This course is a cooperative part-time training program. _____ will attend school part of the day and work in a distributive occupation part of the day. He/she has expressed interest in this course.

Through the cooperation of the businessmen in the community, the students work under supervision in a regularly paid marketing and/or distributive occupation. Most of these positions are in beginning service and sales positions, and they involve meeting the public.

In school, he/she will learn today what he/she will put into practice tomorrow. You probably know that a great many high school graduates enter the field of marketing and that there is a great need for training.

School credit toward graduation will be given for the part-time work and your son/daughter will receive the same diploma for which he/she is now working.

If you are willing for _____ to enter this course, will you please sign in the space provided below.

Sincerely,

_____
Teacher-Coordinator

Father's or Guardian's Signature _____

Mother's or Guardian's Signature _____

SAMPLE INTRODUCTION CARD

Marketing & Distributive Education

INTRODUCTION CARD

Cooperative Part-Time Training Program

Social Security No. _____

Time of interview _____

Time out of school _____

_____ _____ _____

City School Date

_____ _____

Company Address

Dear _____ _____ this will introduce

_____, a M&DE student, who wishes to apply for a part-time position as _____

_____ _____ _____

M&DE Coordinator

(over)

FRONT

Please indicate the results of this interview by checking the following statements:

1. Satisfactory ☐
2. Unsatisfactory ☐
3. Would like to investigate further ☐
4. Do not believe applicant would fit into our organization ☐
5. Will employ ☐
6. Will not employ ☐

NOTE: Please keep this card in your files until it is called for by the coordinator.

(over)

BACK

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

(DECA)

The activities of the Distributive Education Clubs of America (DECA) are considered a basic part of the total program of Marketing and Distributive Education. The student organization, DECA, makes available activities on a local, state, and national level which contribute to the development of the student's leadership, social, vocational, and citizenship skills.

The DECA program of activities is dealt with extensively in the South Carolina DECA Guide which was published in the fall of 1980 and was distributed at the fall inservice meetings. Teacher coordinators are urged to become familiar with the material and guidelines in the guide and to make the DECA activities an integral part of the total program of Marketing and Distributive Education.

EVALUATION

Evaluation is an on-going, continuous process. It is through evaluation that all the components of the M&DE program have the opportunity to improve. Through evaluation, the teacher-coordinator, the student, and the employers are shown specific areas that need increased attention.

On the following pages are samples of forms for the self evaluation of the teacher-coordinator, the evaluation of the classroom performance of the students, the evaluation of the student employment performance, the evaluation of the coordinator by the training sponsor, the evaluation of the teacher-coordinator by the students, the evaluation of the training station by the teacher, and the evaluation of the training station by the student. The teacher-coordinator should adopt these forms for his/her local use if necessary and conduct a regular evaluation of the components of the program.

Further information concerning evaluation may be found in the Cooperative Vocational Education Handbook, published in 1981 by the Office of Vocational Education.

SELF EVALUATION

The following is a list of descriptions of the "ideal" M&DE teacher-coordinator. Go over the form and compare yourself to this "ideal" teacher, giving yourself marks from 1 to 5 with 1 being poor and 5 being excellent. This could be done more than once a year to check yourself on improvements you have made.

The ideal teacher:

	5	4	3	2	1
1. Radiates enthusiasm					
2. Displays patience with students					
3. Has correct pronunciation; uses varied vocabulary					
4. Invites suggestions and implements them					
5. Does detailed planning; organizes content effectively; lesson plans are rarely incomplete					
6. Adequately pre-plans general timing of lesson parts					
7. Objectives are important and comprehensive and expressed in student behavioral terms					
8. Plans well thought through questions to motivate student discussion					
9. Plans a variety of experiences by which learning can be achieved					
10. Recognizes and plans for a change of pace during a class					
11. Evaluation procedures are carefully thought through and measure student growth adequately					
12. Provides continual stimuli during class to motivate students and encourage them to carry through their own ideas					
13. Is alert to students' needs, gives incentive to individual pupils having difficulty with the work					
14. When content is not understood, goes over it again in a differnt way; clarifies statements					
15. Shows relationship between parts of lesson and lessons					
16. Conscientiously prepares self to teach unfamiliar material by reading, visits, observations					

	5	4	3	2	1
17. Admits lack of knowledge when questioned on a specific point he does not know; uses resources to answer					
18. Has necessary and appropriate materials readily available					
19. Provides realistic learning experiences so that students can actively transfer learnings					
20. Has leading, thought provoking, questions suitable to the lesson to ask					
21. Uses teacher-pupil planning when appropriate - most advantageous to student learning					
22. Has excellent sense of pace or tempo in the lesson					
23. Fully assumes the teaching load assigned to him; may go beyond expected assignment					
24. Has assignments ready for those temporarily out of work or not prepared to do the assignment					
25. Makes students feel at ease with him/her; some may even bring their problems to him/her.					
26. Realizes that there are many tasks to be done in a school outside the classroom and willingly helps whether it it his specific responsibility or not; exhibits interest in and takes part in community activities and programs					
27. Uses opportunities to present the marketing and distributive education program to others					

STUDENT CLASSROOM RATING SHEET

(Evaluation of Students' Classroom Performance by Coordinator)

Name of Student _____ Date _____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory).

A.	Punctuality and attendance	1 2 3 4 5 6 7
B.	Attitude toward classroom work	1 2 3 4 5 6 7
C.	Personal Appearance	1 2 3 4 5 6 7
D.	Workmanship (quality of work)	1 2 3 4 5 6 7
E.	Improvement in skill	1 2 3 4 5 6 7
F.	Ability to get along with others	1 2 3 4 5 6 7
G.	Ability to follow instructions	1 2 3 4 5 6 7

Additional remarks: _____

_____

_____

_____

_____

_____

_____
Coordinator's Signature

STUDENT EMPLOYMENT RATING SHEET

Name of Student _____ Date _____

Training Agency _____ Contact _____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory).

A. Appearance

1. Appropriateness of Dress	1 2 3 4 5 6 7
2. Neatness of Appearance	1 2 3 4 5 6 7

B. Attitude

1. Alertness and eager to assume responsibility	1 2 3 4 5 6 7
2. Cooperation	1 2 3 4 5 6 7
3. Tactfulness	1 2 3 4 5 6 7
4. Ability to get along with others	1 2 3 4 5 6 7

C. Job Skills

1. Knowledge of merchandise (if appropriate)	1 2 3 4 5 6 7
2. Equipment operation (if appropriate)	1 2 3 4 5 6 7
3. Selling Efficiency (if appropriate)	1 2 3 4 5 6 7
4. Stockkeeping (if appropriate)	1 2 3 4 5 6 7
5. Handling of money and charge accounts (if appropriate)	1 2 3 4 5 6 7
6. Thoroughness	1 2 3 4 5 6 7

D. Dependability

1. Able to work with little supervision	1 2 3 4 5 6 7
2. Punctuality	1 2 3 4 5 6 7
3. Keeps to work schedule	1 2 3 4 5 6 7
4. Accuracy	1 2 3 4 5 6 7

E. Overall Rating

Additional Comments: _____

_____

_____

_____
Employer's Signature

EVALUATION OF COORDINATOR BY TRAINING SPONSOR

Date _____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory.)

A. Personal Appearance

B. Initiative

C. Good judgement and tact

D. Cooperation

E. Attitude

F. Punctuality

G. Competency demonstrated

How could the coordinator better tailor his program to meet the needs of your business operation? _____

_____

_____

Remarks _____

_____

_____

_____

_____

_____
Employer's Signature

EVALUATION OF TEACHER BY STUDENTS

Date_____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory.)

A. Manner of Presentation

1.	Ability to speak distinctly and in an engaging voice	1 2 3 4 5 6 7
2.	Ideas are conveyed clearly and effectively	1 2 3 4 5 6 7
3.	Poise in classroom	1 2 3 4 5 6 7
4.	Use of instructional aids and equipment	1 2 3 4 5 6 7

B. Relationship with Students

1.	Genuine interest in students	1 2 3 4 5 6 7
2.	Fairness in grading and fairness in dealing with students	1 2 3 4 5 6 7
3.	Ability to make students feel secure and at ease	1 2 3 4 5 6 7

C. Personal Characteristics

1.	Personal appearance	1 2 3 4 5 6 7
2.	Exercise of good judgement and tact	1 2 3 4 5 6 7
3.	Interest and enthusiasm	1 2 3 4 5 6 7

D. Knowledge of Subject matter and Professional Skills

1.	Knowledge of subject matter being taught	1 2 3 4 5 6 7
2.	Ability to make classroom work interesting	1 2 3 4 5 6 7
3.	Preparations of tests and examinations	1 2 3 4 5 6 7
4.	Adequacy of grading system	1 2 3 4 5 6 7
5.	Control of classroom situation	1 2 3 4 5 6 7
6.	Motivates students	1 2 3 4 5 6 7
7.	Well organized	1 2 3 4 5 6 7
8.	Active in extracurricular and community activities	1 2 3 4 5 6 7

E. Overall Teaching Ability

What do you especially like about this person as a teacher?_____

_____

How could this teacher improve himself/herself to become a better teacher?

_____

What weaknesses do you find in the course as it is set up, and what do you suggest for eliminating these weaknesses? _____

_____

_____

EVALUATION OF TRAINING STATION BY TEACHER

Training Station _____ Date _____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory.)

A. Opportunities for employment after training	1 2 3 4 5 6 7
B. Stability and regularity of employability	1 2 3 4 5 6 7
C. Opportunity for advancement	1 2 3 4 5 6 7
D. Social Value	1 2 3 4 5 6 7
E. Pay	1 2 3 4 5 6 7
F. Training facilities	1 2 3 4 5 6 7
G. Safety Features (lack of hazards)	1 2 3 4 5 6 7
H. Interest of training sponsor	1 2 3 4 5 6 7
I. Adequate instruction	1 2 3 4 5 6 7

Remarks _____

_____

_____

_____

_____

_____

_____
Coordinator's Signature

EVALUATION OF TRAINING STATION BY STUDENT

Training Station _____ Date _____

(Circle the number which best describes your personal opinion about each category. Use Scale: 1 excellent, 4 average, 7 unsatisfactory.)

A. Training Sponsor

1. Did the training sponsor have patience with you while learning a new skill? 1 2 3 4 5 6 7
2. Was the training sponsor understanding of your needs? 1 2 3 4 5 6 7
3. Was the training sponsor cooperative? 1 2 3 4 5 6 7
4. Did the training sponsor provide adequate instruction? 1 2 3 4 5 6 7

B. Training Program

1. Did you receive proper job orientation and introducation? 1 2 3 4 5 6 7
2. Did this training station have a pleasant atmosphere, free from tension? 1 2 3 4 5 6 7
3. Did you have distinct duties to perform? 1 2 3 4 5 6 7
4. Were you pleased with the training program? 1 2 3 4 5 6 7
5. Did you enjoy working at this training station? 1 2 3 4 5 6 7
6. Was the program for training adhered to as designated? 1 2 3 4 5 6 7
7. Was the student's career objective considered in the process of learning? 1 2 3 4 5 6 7
8. Were the facilities clean and orderly? 1 2 3 4 5 6 7
9. Was there sufficient lighting? Ventilation? 1 2 3 4 5 6 7
10. Did you have a place to put your personal belongings? 1 2 3 4 5 6 7

C. Did you utilize the skills you learned in the classroom? If not, why not?

_____

D. What did you like most about your job? Training Sponsor? Why? _____

_____

E. What did you like least about your job? Training Sponsor? Why? _____

_____

F. What suggestions do you have for improvement of the training program?

Training Sponsor? _____

G. Would you recommend this training program for other students? Why?

_____

SOURCES OF INSTRUCTIONAL MATERIALS

Listings of free and inexpensive reference materials can be obtained from the following sources:

Curriculum Development Section
Office of Vocational Education
Barringer Building
Columbia, SC 29201

Curriculum Lab
State Department of Education
Richmond, VA

Distributive Education Materials Lab
Ohio State University
1885 Neil Avenue
115 Townshend Hall
Columbus, OH 43210

ERIC
Vocational & Technical Education
1900 Kenny Road
Columbus, OH 43212

IDECC Interstate Distributive Education Curriculum Consortium
1564 West First Avenue
Columbus, OH 43212

Center for Occupational Curriculum Development
P. O. Box 7218
University of Texas at Austin
Austin, TX 78712

Modern Talking Picture Service
College Street
Charlotte, NC

Northwest Regional Educational Laboratory
500 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Supervisor of Public Documents
U. S. Government Printing Office
Washington, DC

United Transparencies, Inc.
Southern School Supply Company
Post Office Drawer Q
Six Mile, SC 29682

V-TECS - Information is available through the Curriculum Development Section (SEE ABOVE)

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Distributive education handbook. State Board for Vocational Education, Bismark, ND: 1975

Drake, J. B., Morgan, A. S. & Callhan, R. E., Jr., Survey of selected aspects of distributive education programs in the United States; Department of Vocational and Adult Education, Auburn University, Auburn, AL: 1973.

Klaurens, M. K. & Trapnell, G. Current perspectives in distributive education. Dubuque, IA: Kendall/Hunt, 1974.

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Marks, M. V. & Nelson, E. L. Distributive education: forty and going on. Journal of Retailing, 1978 (54), 11-24.

Mason, R. E. & Haines, P. G. Cooperative occupational education and work experience in the curriculum. Danville, IL: Interstate, 1972.

Meyer, W. G., Crawford, L. C. & Klaurens, M. K. Coordination in cooperative vocational education. Columbus: Merrill, 1975

Samples, J. A. Specialized MADE classes: What they are and how to do it. NADET News, 1980 (21) 2, 9-10.

State of South Carolina FY 1980 state plan for vocational technical education, South Carolina Department of Education. Columbia, SC: 1980.

U. S. Government of Printing Office. Distributive education programs. Washington, DC: 1978.